

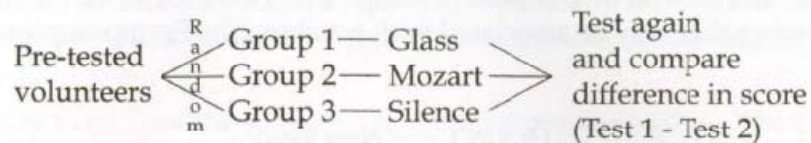
23. Shoes.

- a) First, the manufacturers are using athletes who have a vested interest in the success of the shoe by virtue of their sponsorship. They should try to find some volunteers that aren't employed by the company! Second, they should randomize the order of the runs, not run all the races with the new shoes second. They should blind the athletes by disguising the shoes, if possible, so they don't know which is which. The experiment could be double blinded, as well, by making sure that the timers don't know which shoes are being tested at any given time. Finally, they should replicate several times since times will vary under both shoe conditions.
- b) First of all, the problems identified in part a would have to be remedied before *any* conclusions can be reached. Even if this is the case, the results cannot be generalized to all runners, since volunteers are used. This experiment compares effects of the shoes on speed for the Olympic class runners chosen.

27. Mozart.

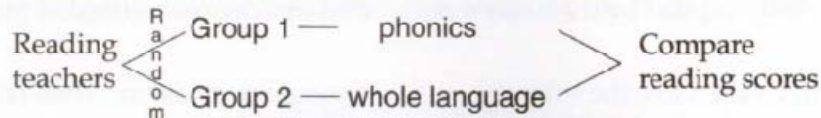
- a) The differences in spatial reasoning scores between the students listening to Mozart and the students sitting quietly were more than would have been expected from ordinary sampling variation.

b)



- c) The Mozart group seems to have the smallest median difference in spatial reasoning test score and thus the *least* improvement, but there does not appear to be a significant difference.
- d) No, the results do not prove that listening to Mozart is beneficial. If anything, there was generally less improvement. The difference does not seem significant compared with the usual variation one would expect between the three groups. Even if type of music has no effect on test score, we would expect some variation between the groups.

35. Reading.



Answers may vary. This experiment has 1 factor (reading program), at 2 levels (phonics and whole language), resulting in 2 treatments. The response variable is reading score on an appropriate reading test after a year in the program. After randomly assigning students to teachers, randomly assign half the reading teachers in the district to use each method. There may be variation in reading score based on school within the district, as well as by grade. Blocking by both school and grade will reduce this variation.

41. Safety switch.

Answers may vary. This experiment has 1 factor (hand), at 2 levels (right, left), resulting in 2 treatments. The response variable is the difference in deactivation time between left and right hand. Find a group of volunteers. Using a matched design, we will require each volunteer to deactivate the machine with his or her left hand, as well as with his or her right hand. Randomly assign the left or right hand to be used first. Hopefully, this will equalize any variability in time that may result from experience gained after deactivating the machine the first time. Complete the first attempt for the whole group. Now repeat the experiment with the alternate hand. Check the differences in time for the left and right hands. Since the response variable is difference in times for each hand, workers should be blocked into groups based on their dominant hand. Another way to account for this difference would be to use the absolute value of the difference as the response variable. We are interested in whether or not the difference is significantly different from the zero difference we would expect if the machine were just as easy to operate with either hand.